

**Benchmark IIIa.2.3:** Make any needed revisions to the program and develop a work plan with the NRCCPS to transition program to Central Professional Development unit and build in-state capacity to facilitate the program

**Evidence of Completion:** Summary analysis of revisions and work plan

### **Evidence of Completion - Quarter 3 Supervising Safety Decision Making**

#### Transition program to the Wisconsin Child Welfare Professional Development System (WCWPDS)

WCWPDS assumed responsibility for revision and implementation of Supervising Safety Decision Making (SSDM) in May, 2011.

#### Program Revision

Following the field testing of SSDM, WCWPDS staff interviewed facilitators and participants from Wisconsin and South Dakota. The results of the field test and goals of program revision are attached.

The revised participant schedule based on program revisions is attached.

#### Development of In-State Capacity

The first delivery of SSDM will be offered using all in-state facilitators: one SSDM "graduate" from BMCW, two WCWPDS staff, and one UW-Madison faculty. The first offering of SSDM will focus, in part, on further developing in-state capacity. Two DCF staff and three independent contractors have been identified to participate with a goal of assuming facilitation responsibilities in the future.

# **Supervising Safety Decision Making**

## **Revision after Field Test**

### History

We have long discussed the critical role of line supervisors in assuring the quality of safety decision making. In order to address the need for training specifically for supervisors that addresses the skills of supervising safety decision making, as well as safety knowledge, DCF, in 2005, joined a consortium of three other states and contracted with ACTION for Child Protection to develop such a program. The product, Supervisors as Safety Decision Makers (SSDM), was a 22 week program that is similar to an on-line course. It uses small groups of learners (8 in the program; 4 per facilitator). The program was field tested by two states (Wisconsin and South Dakota) from September, 2010 to February, 2011. The program included five on-site seminars. Between seminars, participants completed assignments that included analyzing cases, completing worksheets, observing and analyzing video and audio taped material, participating in Listserve postings, participating in teleconferences and consulting with a facilitator. It was estimated that participation would require about 8 hours per week. The intent was for graduates of the field test to serve as facilitators for subsequent program offerings.

### Results of the Field Test

The field test resulted in one Wisconsin participant who is ready to facilitate subsequent sessions of SSDM. (One participant changed jobs.) Participants reported spending an average of about 10-15 hours per week on SSDM. Facilitators reported dedicating 20 hours per week to the project.

Based on debriefing at the end of the field test and WCWPDS staff interviews with Wisconsin and South Dakota participants, we learned:

- Participants found the content of the training, generally, to be very helpful and felt they significantly increased their expertise in safety decision making.
- Participation in the program built a strong relationship among group members. They would be likely to use each other for consultation and support in the future.
- The time commitment per week was overwhelming and participants universally expressed concern for a supervisor's ability to integrate SSDM with ongoing work responsibilities.
- The program was too rigid and inflexible. There were often multiple deadlines per week. Participants frequently did not have information about the schedule in advance to allow planning. There was no flexibility to allow for life conflicts. This is particularly difficult given the length of the program.
- Some of the exercises were not clear in intent or instruction.
- People would have preferred more face to face contact with facilitators and other group members.
- Content was taught at a theoretical level. Participants would prefer language consistent with Wisconsin's and more integration of Wisconsin practice.

- The learning atmosphere was generally tense and some participants reported feeling dismissed.

#### Revision of SSDM

Responsibility for SSDM revision and implementation was transferred to WCWPDS in May, 2011. WCWPDS staff and the SSDM "graduate" reviewed materials to address the concerns that arose from the field test. The goals of revision are:

- Reduce the hours per week for supervisors - we are aiming for 4 hours/week.
- Reduce the hours per week for facilitators - we are looking at 3-6 hours/week.
- Keep the mix of on-line and face-to-face, but increase the number of seminar days.
- Break the content of SSDM into more manageable "chunks" - we are looking at offering the first major section of SSDM as a stand-alone. Present Danger and Protective Plans could be offered as a 12-week program.
- Revision of materials will introduce more flexibility, clearer instruction and intent, more links to Wisconsin practice and more application within the participant's work setting.
- To address the high priority need for facilitators and test the Present Danger and Protective Plan SSDM, the intent is to offer this program first in 2012. This session would be focused on building capacity for SSDM and testing content with working supervisors.

## Supervising Safety Decision Making Present Danger Threats and Protective Plans Schedule

**Week One - Introduction to SSDM**  
Seminar

**Week Two - Conceptual Foundation**

<b>Activity 2 - Assess Conceptual Understanding of Staff</b>	Complete pre-worksheet and assign to staff	Any schedule that allows staff time to complete
	Complete post-worksheet after you have had phone conference on Activity 3	Complete so that can discuss at next seminar
<b>Activity 3 - The Conceptual Framework for Present Danger</b>	Complete the reading and worksheet	Post worksheet by 9 am on Thursday
<b>Individual phone conference</b>	Discuss Activity 3 worksheet	Schedule as negotiated with your facilitator

**Week Three - Judging and Responding to Present Danger Threats at Access**

<b>Activity 4 - Judging and Responding to Present Danger Threats at Access</b>	Read assigned sections of the Standards	
	Apply the review tool to 3 provided Access Reports	Post by 9 am Wednesday
<b>Individual phone conference</b>	Discuss application in Activity 4	Schedule as negotiated with your facilitator
<b>Activity 5 - Reviewing Agency Practice</b>	Apply the review tool to 3 agency cases	Complete so that can discuss at next seminar

**Week Four - Judging and Responding to Present Danger Threats at Access**  
Seminar

### Week Five - Judging Present Danger Threats at Initial Contact

<b>Activity 6 - Review of Agency Case at Initial Contact</b>	Complete Case Summary and Analysis	Post by noon Wednesday
<b>Receive written feedback</b>		Noon Thursday
<b>Individual phone conference</b>	Discuss Activity 6	Schedule as negotiated with your facilitator

### Week Six - Judging Present Danger Threats at Initial Contact

<b>Activity 6 - Review of Agency Case at Initial Contact</b>	Complete Case Summary and Analysis	Post by 9 am Wednesday
<b>Review colleague's completed Activity 6</b>	Provide written feedback on high points	Noon Thursday (subject to negotiation)
<b>Phone conference with colleague and facilitator oversight</b>	Discuss Activity 6	Schedule as negotiated with your colleague and facilitator

### Week Seven - Supporting a Worker at Initial Contact

<b>Activity 7: Supporting a Worker at Initial Contact (1st application)</b>	Listen to audio clip 1 and complete worksheet	Post by noon Friday
<b>Activity 7: Supporting a Worker at Initial Contact (2nd application)</b>	<b>Either</b> listen to audio clip 2 and complete worksheet <b>OR</b> Complete alternate worksheet on actual call	Post by noon Friday
<b>Read articles: "Unexplained Injuries" and "Child is Fearful or Anxious of the Home Situation"</b>	Read articles and review your cases with Unexplained Injuries and Child Fearful	Complete so that you can discuss at next seminar

### Week Eight - Judging Present Danger Threats at Initial Contact Seminar

### **Week Nine - Protective Plans**

<b>Read article: Creating a Protective Plan</b>		Prior to completing Activity 8 worksheet
<b>Activity 8: Protective Plans</b>	Complete the worksheet on the Protective Plan	Post by noon Thursday
<b>Group phone conference</b>	Discuss the article and worksheet	1 pm Friday

### **Week Ten - Supporting a Worker at Protective Planning**

<b>Activity 9: Supporting a Worker at Protective Planning</b>	Review Access Report ; listen to audio clip; post reactions	Post by 5pm Friday
<b>Individual Phone Conference</b>	Discuss posting	As negotiated with facilitator
<b>Activity 10: Assessing the Sufficiency of a Worker's Protective Plan</b>	Review an agency protective plan; write a summary and complete the worksheet	Post by 5pm Friday

### **Week Eleven - Final Project**

<b>Activity 11: Final Project</b>	Review case materials and apply tools for Access Report, initial contact and protective plan	Post by 5pm Friday
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### **Week Twelve - Conclusion**

Seminar